

Grade 5—Analysis of Similarities and Differences
South Carolina College and Career Ready Standards

Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	
4.2 Reflect on findings to build deeper understanding and determine next steps.	
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	

Reading – Literary Text (RL)	Reading (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.</i>	
<i>1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</i>	
<i>1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.</i>	
<i>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</i>	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<i>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</i>	
<i>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</i>	
<i>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</i>	
<i>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</i>	

<p>2.5 Students are expected to build upon and continue applying previous learning.</p> <p>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</p>	
<p>3.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3 Use knowledge of how syllables work to read multisyllabic words.</p>	
<p>3.3 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	
<p>3.4 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of vowel diphthongs.</p>	
<p>3.5 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	
<p>3.6 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 3: Read grade-appropriate irregularly spelled words.</p>	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
<p>4.1 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 2 Read grade-level text with purpose and understanding.</p>	RF.5.4.a Read on-level text with purpose and understanding.
<p>4.2 Students are expected to build upon and continue applying previous learning.</p> <p>Grade 4 Read grade-level prose and poetry orally with accuracy,</p>	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

<i>appropriate rate, expression, intonation, and phrasing on successive readings.</i>	
<i>4.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	RL.5.1.a Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<i>5.2 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Make predictions before and during reading; confirm or modify thinking.	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Determine and analyze the development of a theme within a text; summarize using key details.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and, b. explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
9.2 Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize	

aspects of a character or setting.	
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.	L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	L.5.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
<i>10.3 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	
<i>10.4 Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.	
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	L.5.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	
11.2 Students are expected to build upon and continue applying concepts learned previously. <i>Grade 3 Compare and contrast the reader's point of view to that of the narrator or a character.</i>	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
12.2 Compare how different crafted text structures contribute to meaning and impact the reader.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading - Informational Text (RI)	Reading (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.	
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.	
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.	
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.	

2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.	
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Identify and know the meaning of the most common prefixes and derivational suffixes. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.	
3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.	
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.	
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.	
3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.	RF.5.4.a Read on-level text with purpose and understanding.
4.2 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive	RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

<i>readings.</i>	
4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>	RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 Quote accurately from a text to analyze meaning in and beyond the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i>	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 Summarize a text with two or more central ideas; cite key supporting details.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 Analyze how the author uses words and phrases to shape and clarify meaning.	
8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
(RI) Language, Craft, and Structure	(L) Vocabulary Acquisition, and Use
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.	L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
<p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i></p>	
<p>9.4 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 <i>Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</i></p>	L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>9.5 <i>Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</i></p>	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Compare and contrast a primary and secondary account of the same event or topic.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	Integration of Knowledge and Ideas RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	
	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

<p><i>Included in Fundamentals of Writing</i></p>	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> introduce a topic clearly; use relevant information from multiple print and multimedia sources; provide a general observation and focus; group related information logically; use credible sources; include formatting, illustrations, and multimedia to aid comprehension; 	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>

<ul style="list-style-type: none"> g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented. <p><i>Included in Fundamentals of Writing</i></p>	<p>W.5.2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use a variety of transitional words, phrases, and clauses to manage the sequence of events; use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events. <p><i>Included in Fundamentals of Writing</i></p>	<p>W.5.1 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.1.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.1.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.1.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.1.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.1.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>(W) Language</p>	<p>(L) Conventions of Standard English</p>
<p>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>	<p>Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>
<p>4.1 When writing:</p> <ol style="list-style-type: none"> show knowledge of the function of conjunctions, prepositions, and interjections; form and use the perfect verb tenses; use verb tense to convey various times, sequences, states, and conditions; 	<p>L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.b Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.</p>

d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions.	L.5.1.d Recognize and correct inappropriate shifts in verb tense.* L.5.1.e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Apply correct usage of capitalization.	
5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	L.5.2.a Use punctuation to separate items in a series.* L.5.2.b Use a comma to separate an introductory element from the rest of the sentence. L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
5.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</i>	L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
5.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 4 <i>Use spelling patterns and generalizations.</i>	
5.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Consult print and multimedia resources to check and correct spelling.</i>	L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with other; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

See Standards Listed Below	(W) Research to Build and Present Knowledge
Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Reading Literary Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
	W.5.9.a Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
	W.5.9.b Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
(W) Range and Complexity	(W) Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames;	W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>	
6.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Write left to right leaving space between words.</i>	
6.4 Demonstrate effective keyboarding skills.	Writing Production and Distribution W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
6.5 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 <i>Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</i>	

Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.	SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose specific questions, and respond to clarify thinking and express new thoughts.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.	SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<i>1.6 This indicator does not begin until English 1. English 1: Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
2.2 Analyze the credibility of information presented in diverse media and formats.	

2.3 This indicator does not begin until Grade 6 . Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
2.4 Students are expected to build upon and continue applying previous learning. Grade 3: Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
(C) Meaning and Context	Speaking and Listening (SL)
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	
3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
(C) Language, Craft, and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	
4.3 Identify how and why the speaker:	

<ul style="list-style-type: none"> a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices. 	
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.	
5.2 Articulate clearly a message using figurative language, dialogue, imagery idioms, adages, and proverbs when appropriate to impact the audience.	
5.3 <i>This indicator does not begin until English 1.</i> English 1 <i>Develop messages that use logical, emotional, and ethical appeals.</i>	
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Writing Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

The following section compares the Common Core Language Standards with the SC College- and Career-Ready ELA Standards. Parallels to the Common Core Language Standards are found in the Reading and Writing Strands of the SC CCR Standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage
4.1 When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions.	L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.b Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. L.5.1.d Recognize and correct inappropriate shifts in verb tense. L.5.1.d Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Apply correct usage of capitalization.	
	L.5.2.a Use punctuation to separate items in a series.
	L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.
5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.
	L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

	Knowledge of Language
	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	L.5.3.b Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
See Standards Listed Below	(L) Vocabulary Acquisition and Use
<p><i>Reading Literary Text</i> Language Craft and Structure Standard 10 Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p><i>Reading Informational Text</i> Language Craft and Structure Standard 9 Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
10.1 Use cause and effect relationships and comparisons to determine the meaning of words and phrases.	L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
	L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and

	phrases.
	Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading Literary Text Language, Craft, and Structure 10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. Reading Informational Text Language Craft and Structure 9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.5.5.a Interpret figurative language, including similes and metaphors, in context.
	L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.
	L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
See Standards Below	(L) Vocabulary Acquisition and Use
Reading Literary Text Language Craft and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. Reading Informational Text Language Craft and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. <i>Included in Fundamentals of Reading</i>	Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

